

SENSORY QUILTS



Presented by Lynnette Foster

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Nevada, Missouri

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Curricular Area

Grade level: 6 - 12

- Communication Arts
- Social Studies
- Math
- Fine Arts
- Health/PE

Targeted Skills

- Listening skills
- Visual focusing skills
- Sewing (if students are capable)
- Sensory skills (feel the different textures)
- Reaching/touching/holding
- Making choices
- Designing skills
- Holding head erect
- Learning about patterning
- Learning some of the history of quilting
- Using glue
- Measuring
- Cutting

Classroom Specific Goals or Benchmarks

- Increase communication by showing a response to verbal questions and requests
- Follow simple requests
- Reach for, touch, grasp and/or hold an object that provides tactile feedback
- Answer yes/no questions during functional and leisure activities
- Participate or partially participate in a variety of sensory motor and tactile activities
- Turn head towards sensory stimulation activity
- Keep hands out of mouth when requested
- Make choices
- Respond to enjoyable activities/conversation by smiling, laughing, or making sounds
- Visually track or make eye contact
- Sit with proper posture

Teaching Materials and/or Equipment

- Material for the quilt body (16 in. x 24 in. is the maximum suggested size for a sensory quilt)
- Scraps of material, ribbon, fringe, lace, buttons, etc
- Ruler and marker
- Scissors
- Material glue
- Quilt books and magazines
- A variety of quilting books or magazines with a brief history and different examples of quilts (available at most libraries)
- Examples of real quilts for students to study and observe

Teaching Progression

This may be broken down over several days or weeks by stating objectives and reminding students of what they are working on.

SESSION ONE

Skills addressed: Listening skills, visual focusing skills, holding head erect

Step 1: Start by gathering students into a group.

Teaching Method: Tell the students to listen closely, sit up straight, use good posture, keep their head erect, and their eyes and attention on you as you speak. Tell them they will be learning a little about the history of quilting and how to make a quilt. They will also be reaching, touching and holding different textured materials.

Adaptations: Optional

Skills addressed: Learning some of the history of quilting, learning different patterns, reaching, touching, holding

- **Step 2:** Show the group several examples of quilts and let them examine them. Discuss them and share a brief history of quilting.
- **Teaching method:** Pass out examples of quilts and show pictures of patterned quilts. Briefly explain that a quilt is a blanket that is made of many different pieces of materials, it can be displayed for its beauty, kept as a special keepsake, or used for a cover to keep warm. Allow the students to look at and touch the quilts.
- **Adaptations:** Optional



Skill Addressed: Making Choices

- **Step 3:** Start choosing the material for the quilt body. Allow the students to choose the material for their quilts.
- **Teaching Method:** Tell the students they will be making choices while creating their quilt and it may take them several days to finish their quilts.
- **Adaptations:** Optional

Skills addressed: Measuring, cutting

- **Step 4:** Measure and cut out the quilt front and back.
- **Teaching method:** Demonstrate how they will measure, mark, and cut out their quilt front and back. Allow students to do this. (Assistance may be given according to the student's ability.)
- **Adaptations:** Optional

Skill addressed: Gluing

- **Step 5:** Glue the front and back of the quilt together.
- **Teaching method:** Demonstrate how they will glue the front and back of the quilt together. (Give assistance according to the student's ability.) Tell the students to be thinking about the design of their quilt because they will work on it tomorrow.
- **Adaptations:** Hot glue gun could be used with a teacher's assistance or sewing if students have the ability. (An adapted switch for the sewing machine could be used. For safety an adult should guide the material and keep their fingers away from the needle.)



SESSION TWO

Skills addressed: Listening, visual focusing skills, holding head erect, learning some quilting history

- **Step 1:** Gather students in a group and review session one.
- **Teaching method:** Pass out the quilts. Remind the students that they need to hold their head up, continue to listen and use their visual focusing skills. Review the different uses for quilts and focus on using quilts as an art form. Show pictures of different patterned and colored quilts. Remind students they will be looking at the different choices of materials and objects to put on their quilts. Tell them to choose colors and textures that they like.
- **Adaptations:** Optional



Skills addressed: Making choices, reaching, touching, holding, use sensory skills

- **Step 2:** Students will use their senses to make choices.
- **Teaching method:** Show students how to examine the different materials. Allow students to look at, touch and feel the different materials before making their choices.
- **Adaptations:** Optional

Skills addressed: Measuring, marking and cutting

- **Step 3:** Students will measure, mark and cut out different shapes of material, ribbon, etc. to make the design on their own quilt.
- **Teaching method:** Demonstrate and assist students as needed with measuring, marking and cutting out quilt shapes from the materials they have chosen.
- **Adaptations:** To simplify, measuring and marking could be left out and students could cut shapes free handed.



Skills addressed: Choice making, reaching, touching, holding, using, designing skills while patterning and gluing

- **Step 4:** Students will design their quilt tops and glue them together.
- **Teaching method:** Demonstrate how to lay the quilt patches, lace, ribbon, buttons, etc. on the quilt in the design or pattern the student desires and glue them down. Allow students time to glue their quilts together. (Quilts do not need to be perfect) Take time to admire and praise each quilt and the student's work efforts. Ask students to look for examples of quilts used for art or decoration at home or other places.
- **Adaptations:** Optional

Materials for Quilts



SESSION THREE

Skills addressed: Listening skills, visual focusing skills, holding head erect, reaching, touching, holding

- **Step 1:** Gather students in a group to briefly review and ask if they found any quilts used for art or decoration.
- **Teaching method:** Show examples of real quilts or pictures of quilts used for decoration. Share a few more interesting facts about the history of quilting. Admire their design and patterns. Ask students if they found any quilts at home that were used just for decoration.
- **Adaptations:** Optional

Skills addressed: Reaching, touching, holding, using their sensory skills

- **Step 2:** Put on relaxing music and pass out students' quilts.
- **Teaching method:** Allow students time to admire their quilts and their classmates' quilts. Praise student's work. Present a rough piece of material to the students. Let them look at it, feel it and try to find something rough on their own quilt. Follow these same steps for something soft, fuzzy, smooth, etc. Discuss looking for quilts again in their own home that they use to keep warm or cover up with. Tell them quilting should be an activity they can participate in and enjoy as an adult.
- **Adaptations:** The forearm or cheek could also be used for the tactile stimulation of feeling the different textures of materials.



SESSION FOUR

Repeat session three but allow students to trade quilts for the lesson

Opportunity for shared learning

- Students of different ages and abilities could work on this project together. Students should work on the activities they are capable of, with the more advanced students helping less advanced students with difficult tasks.



How the activity improved student achievement



- This was a relaxing group activity that my students looked forward to working on together. Student's designs were not expected to be perfect or exact, but as much their own work as possible. Time was also taken to praise and admire, therefore, achievement was at a high and students were successful.



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